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Vključenost slepih in slabovidnih otrok v javno glasbeno izobraževanje

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Znanstveni članek

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KLJUČNE BESEDE: *slepota, slabovidnost, otroci, glasbena šola, učitelji*

POVZETEK – V okviru raziskav o vključenosti slepih in slabovidnih otrok v programe javnega glasbenega izobraževanja je bila raziskana povezava med izobrazbo in izkušnjami učiteljev kot tudi študentov glasbene pedagogike in njihovimi stališči do vključevanja teh otrok v javne glasbene šole. Cilj je bil raziskati, ali je ne vključenost teh otrok v tovrstno izobraževanje posledica odnosa in znanja učiteljev/študentov. Obe raziskavi sta potekali v obliki anketnega vprašalnika, pri čemer smo odgovore na vprašanja odprtega tipa kategorizirali, odgovore na vprašanja zaprtega tipa pa obdelali na nivoju deskriptivne in inferenčne statistike s pomočjo programa SPSS. Ugotovili smo, da so tako učitelji kot študenti, ki se za učitelje šele izobražujejo, pozitivno naravnani do vključenosti takšnih otrok v javne glasbene šole, čeprav jim znanja s področja poučevanja otrok s posebnimi potrebami primanjkuje. Obe raziskavi sta pokazali potrebo po izobraževanju učiteljev in študentov na tem področju.

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Scientific paper

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KEYWORDS: *blindness, visual impairment, children, music education, teachers*

ABSTRACT – In the context of the two studies conducted on the integration of blind and visually impaired children in programs of public music education, the link between education and experience of teachers and students of music pedagogy was investigated with their views on the integration of these children into public music schools. The aim was to determine whether the problem of non-inclusion of these children in this kind of education is to be found in the relationship and knowledge of teachers/students. Both studies were conducted in the form of a questionnaire – answers to open type questions were categorized and answers to closed-ended questions were processed in descriptive and inferential statistics using SPSS. We established that both teachers and teacher students have a positive attitude towards the inclusion of these children in public music schools but lack the knowledge on how to teach the children with special needs. Both studies have shown that there is a need for educating teachers and teacher students in this field.

1 Uvod

V družbi je dolgo veljalo, da otroci s pomanjkljivostmi v razvoju ne sodijo v šolo, kar se je spremenilo šele z ustanovitvijo šol s prilagojenim programom. Od leta 1920 do 1960 je bila po svetu aktualna segregacija otrok s posebnimi potrebami, od leta 1960 do 2000 integracija, šele po letu 2000 pa tudi inkluzivna vzgoja in izobraževanje otrok s posebnimi potrebami. Šole s prilagojenim poukom so bile torej prve javne izobraževalne ustanove, ki so se ukvarjale z otroki s pomanjkljivostmi v razvoju ter njihovo izobrazbeno sposobnostjo in jim dale možnost obiskovanja javne šole. V Sloveniji smo se s to tematiko pričeli intenzivneje ukvarjati šele po izidu Bele knjige o vzgoji in izobraževanju v Republiki Sloveniji (1995), nato pa je postopoma prenovo doživela celotna šolska zakonodaja (Zakon o usmerjanju otrok s posebnimi potrebami, 2000). Trenutno je v Sloveniji 28 samostojnih osnovnih šol za otroke s posebnimi potrebami, v

Inkluzija/integracija oseb s posebnimi potrebami v slovenski bibliografiji

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Znanstveni članek

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KLJUČNE BESEDE: inkluzija, integracija, bibliografski zapisi, osebe s posebnimi potrebami, izobraževanje

POVZETEK – Uresničevanje integracije in inkluzije pri izobraževanju oseb s posebnimi potrebami je odvisno od mnogih dejavnikov, ki jih je treba sistematično preučevati, da bi s potrebnimi spremembami dosegli boljše rezultate in s tem enako možnost izobraževanja za vse. Eden izmed načinov za ugotavljanje uresničevanja le-tega je tudi analiza objavljenih del v nacionalni bibliografiji, saj po ugotovitvah avtorjev sistematična in dosledno vodena bibliografija dobro odsliskava družbeno realnost: kulturo, izobraževanje, gospodarstvo pa tudi konkretni izobraževalni sistem oseb s posebnimi potrebami. S to raziskavo smo najprej ugotavljali uporabnost orodja – vodenja nacionalne bibliografije COBISS v raziskovalne namene. Z analizo bibliografskih virov in skozi sintagmo inkluzija/integracija, ki jo omogoča ta sistem, smo poiskali odgovore o uveljavljanju inkluzivnih in integracijskih procesov v slovenskem prostoru na principu refleksije v bibliografskih zapisih, da bi predlagali potrebne spremembe na tem področju.

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Scientific paper

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KEYWORDS: inclusion, integration, bibliographic records, people with special needs, education

ABSTRACT – Implementation of integration and inclusion in the education of people with special needs depends on many factors that need to be systematically studied in order to achieve better results with the necessary changes and thereby equality of education opportunities for all. One of the methods of determining the realization is also the analysis of published works in the national bibliography. According to the authors' findings, a systematic and consistently guided bibliography reflects well the social reality, such as culture, education and economy, as well as the concrete educational system of persons with special needs. With this research, we first determined the applicability of the COBISS bibliographic tool for research purposes. By analysing the bibliographic sources and through the inclusion/integration scheme provided by this system, we found the answers to the implementation of inclusive and integration processes in the Slovenian territory on the principle of reflection in bibliographic records in order to provide the basis for the necessary changes in this field.

1 Uvod

Eden izmed kazalcev uveljavljanja inkluzije/integracije v družbi ali državi, zlasti kar se tiče izobraževanja, je refleksija te tematike v nacionalni bibliografiji, torej kako se ta tematika odsliskava v sistemiziranih nacionalnih zapisih. Da bibliografija dobro odsliskava družbene realnosti govori tudi Sable (2014), zlasti če je sistemsko urejena in dostopna. Ravno ta konstatacija nas je spodbudila, da smo se lotili raziskovanja razvoja inkluzije s pomočjo analize nacionalne bibliografije skozi časovno in vsebinsko presečišče.

Podatki so že dolgo ključna sestavina pri prizadevanjih za spodbujanje enake obravnave, zlasti oseb s posebnimi potrebami, in procesov inkluzije ter integracije. Open society navaja, da so podatki ključni tudi za oceno diskriminacije na podlagi invalidnosti,

Učinki treninga regulacije čustev pri učencih osnovne šole

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Znanstveni članek

UDK 373.3-052:159.942

KLJUČNE BESEDE: osnovna šola, regulacija čustev, trening, preventivni programi, učinki treninga, sociabilnost

POVZETEK – Regulacija čustev je ključna spretnost v življenju. Napoveduje splošno prilagoditev, kakovost socialnih odnosov, uspešnost in psihično ter fizično zdravje. V pričujoči raziskavi smo želeli preveriti, ali ima trening regulacije čustev za učence 5. razreda pozitivne učinke na njihovo sposobnost regulacije čustev, socialne spretnosti, pozunanjanje in ponotranjanje, socialne težave, težave s pozornostjo in šolsko kompetentnost. 15 učencev, starih 10 in 11 let, je bilo udeleženi v 11-tedenskem treningu regulacije čustev (enkrat tedensko po dve šolski uri). 23 učencev je sodelovalo v kontrolni skupini. Pri obeh skupinah smo pred in po treningu ocenili preučevane spremenljivke. Vprašalnike so izpolnili učenci, njihovi starši in razredničarke. Rezultati so pokazali, da trening ni imel pomembnega učinka na regulacijo čustev, sovražno gospodovalnost in sebičnost, pozunanjanje, socialne težave, težave s pozornostjo in šolsko kompetentnost. Pomemben učinek treninga pa se je po mnenju staršev pokazal pri treh spremenljivkah: sociabilnosti, socialni občutljivosti in ponotranjanju (depresivnost, anksioznost, somatske pritožbe).

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Scientific paper

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KEYWORDS: primary school, emotion regulation, training, students, precautionary programme, effects of training, social sensitivity

ABSTRACT – Emotion regulation is a key life skill. It predicts a general adjustment, quality of social relations, achievements and mental as well as physical health. In the following study, we aimed to examine the effects of emotion regulation training on emotion regulation ability, social skills, externalizing and internalizing behaviours, social problems, problems with attention and school competence of fifth grade students. 15 students (aged 10 and 11 years) participated in emotion regulation training that lasted 11 weeks (once a week for two periods). 23 students participated in the control group. The variables of interest were assessed in both groups before and after the training using students' self-report, parent report and teacher report measures. The results showed that the training did not have an important effect on emotion regulation, hostile domination and selfishness, externalizing behaviours, social problems or problems with attention and school competence. A significant training effect was determined in the variables of sociability, social sensitivity and internalizing behaviours (depression, anxiety, somatic complaints) evaluated by the parents.

1 Uvod

Čustvena regulacija je spretnost, ki je potrebna, kadar doživljamo konflikt med tem, kar v določenem trenutku občutimo, in tem, kako se moramo vesti v določeni situaciji. Potrebna je, ko učenec potrebuje spremembo nabora informacij, da bi kontroliral svoje vedenje (Macklem, 2011). Thompson (1994) opredeljuje čustveno regulacijo kot zunanje in notranje procese, odgovorne za nadzor, oceno in modifikacijo čustvenih reakcij, še posebno intenzivnih ter začasnih oblik za doseg določenega cilja. Cilj regulacije je spodbuditev pozitivnih in zmanjšanje negativnih čustev (Gross, 2013). Zajema uravnavanje čustvenih stanj pri sebi in drugih (Salovey in Mayer, 1990).

The effects of civic education instruction

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Znanstveni članek

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KLJUČNE BESEDE: državljanska vzgoja, interpersonalne spretnosti, izobraževalni učinki, vzgojni učinki

POVZETEK – V prispevku smo v komparativnem kontekstu prikazali status državljanske vzgoje v državah zahodnega Balkana. Prikazali smo sistemske rešitve, izkušnje, dosežke in nekatere ovire državljanskega izobraževanja v dvajsetletnem obdobju v Bosni in Hercegovini (BiH). Izpostavili smo rezultate predhodnih raziskav, zlasti dosežke in omejitve pri državljanski vzgoji. V empiričnem delu smo ugotovili, da se v šolah na področju BiH dosegajo pomembno boljši izobraževalni kot vzgojni učinki pouka državljanske vzgoje. Učenci dosegajo boljše rezultate na državljanskih in drugih verbalno-reproduktivnih področjih znanja kot pa pri izražanju državljanskih kognitivnih in participativnih spretnosti, sposobnosti, stališč, moralnega razsojanja in delovanja ter interpersonalnih aktivnosti. Identificirali smo tudi vzroke za tako stanje in oblikovali predloge za preseganje takega stanja, kar naj bi prispevalo k znanstveno utemeljenemu sistemskemu in inovativno-praktičnemu razvoju državljanskega izobraževanja in celotnega vzgojno-izobraževalnega dela v sodobni šoli.

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Scientific paper

UDC 37.016:172(497.6)

KEYWORDS: civic education, educational effects, interpersonal skills, upbringing effects

ABSTRACT – The paper presents a comparative status of civic education in Western Balkans countries. Systemic solutions, experiences, achievements and obstacles of civic education over a twenty-year period in Bosnia and Herzegovina are introduced, along with an emphasis on the findings from several previous researches and the limitations of civic education in Bosnia and Herzegovina and neighbouring countries. In empirical research, the authors have found that in Bosnia and Herzegovina (RS and Federation of B&H) schools have achieved considerably better educational (academic) effects of civic education teaching than upbringing (character education) effects. The respondents achieve better civic and other verbal-reproductive knowledge than civic cognitive and participatory skills, abilities, attitudes (qualities), moral judgment and actions, and interpersonal skills. The causes of this situation as well as suggestions for improving it are provided together with scientifically justified systemic and innovative practical improvement of civic education and overall education work in contemporary schools.

1 Introduction

At the end of the last (twentieth) century, civic education (education for democracy, foundations of democracy, society and culture, human rights, etc.) was introduced in the school systems of most Western Balkans countries. This intent has not yet been realised in Croatia, while in Serbia, Civic Education is an elective course (students choose between that subject and Religious Education). In the other former Yugoslavian countries, of the concept of this new subject (and field) is similar.

For two decades now (since 1996), elementary and high schools in the Republic of Serbia and the Federation of B&H (in Bosnia and Herzegovina) implement the teaching of civic education, so its educational and upbringing effects, scope and limitations can be explored. It is a compulsory subject of the sixth grade primary school (one hour per week) in the Republic of Serbia (RS) and in most cantons of the Federation of B&H in

The quality of pedagogical climate in schools

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Znanstveni članek

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KLJUČNE BESEDE: učenec, spol učencev, razred, osnovna šola, pedagoška klima

POVZETEK – V okviru našega preučevanja smo ugotavljali kvaliteto pedagoške klime pri učencih osnovnih šol, kakšne so razlike med respondenti glede na spol in razred, ki ga obiskujejo, zanimala pa nas je tudi povezanost pedagoške klime s šolskim uspehom učencev. V raziskavo je bilo vključenih 1639 učencev petih in osmih razredov osnovnih šol s področja srednjobosanskega kantona v Bosni in Hercegovini. Rezultati so pokazali, da se je v šoli razvila kvalitetna pedagoška klima. Podatki kažejo, da obstajajo statistično pomembne razlike med učenci glede ocene kvalitete pedagoške klime glede na razred, ki ga učenci obiskujejo. Ugotovili smo tudi močno povezanost med pedagoško klimo in šolskim uspehom. Rezultati raziskovanja bodo imeli svojo praktično uporabo v okviru učnega procesa pri razvoju učenčeve motivacije za učno delo in nadaljnjem konativnemu razvoju.

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KEYWORDS: student, gender of students, grade of students, primary school, pedagogical climate

ABSTRACT – The aim of the research is to determine the quality of the pedagogical climate among primary school students, find the difference between the students' perception of the pedagogical climate in regards to their gender and grade, and find the correlation between the pedagogical climate and the students' achievement. 1639 fifth and eighth grade primary school students from the Central Bosnia Canton in Bosnia and Herzegovina participated in the research. The results of the research showed that there is a quality pedagogical climate in the schools. The findings also confirmed that there is a statistically significant difference between the respondents' perception of the pedagogical climate quality relative to their gender and grade. In addition, the correlation between the pedagogical climate and the students' achievement in school has been found. We believe that the obtained results will have their practical application in the teaching process and will help teachers and students in improving the pedagogical climate quality.

1 Introduction

The contemporary school needs to determine the need for practical action and help students develop a positive attitude towards almost all issues, problems and challenges from their environment. It is necessary to create certain preconditions for the school's well-functioning in order for the school to operate successfully. Among the significant elements of its successful functioning are the relationships between the factors of the educational system. "The school's functioning depends to a great extent on the way people in schools accept the roles assigned to them, their relationships and the way they feel at school." (Stepanović, Đurmanov, 2015, p. 183). All these relationships that exist within the educational system can be defined as pedagogical climate.

Đermanov thinks that the notion of pedagogical climate is an "umbrella term" compared to other concepts that are narrow contexts of education and related either to the level of the educational process organization (at the level of school, class, curriculum,

Intra- in interkulturalna tujost antične književnosti v gimnaziji

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Znanstveni članek

UDK 373.5+821.14'02

KLJUČNE BESEDE: gimnazijski pouk književnosti, antična mitologija, intrakulturalna tujost, interkulturalna tujost, literarno branje, literarna in kulturna zmožnost

POVZETEK – V članku skušamo, upoštevajoč starost, recepcijo in kognitivne zmožnosti 15-letnikov ter vsebinske zahteve sklopa *Antična književnost*, pojasniti, kako in s katerimi učnimi metodami jih mladim bralcem približati, navajamo pa tudi sive lise učnega načrta in opozarjamo, katere vsebine so v njem spregledane. V prid obravnavi antične književnosti (mitologije) v gimnaziji govori teorija recepcije oz. teorija bralčevega odziva, ki nas mdr. uči, da strukturalna večpomenskost ustvarja potrebo po pomenski enoznačnosti, s tem pa bralca iritira, ga spodbuja k opredeljevanju, kritičnosti, ustvarjalnosti, pa tudi vztrajnosti, branja med vrsticami, natančnosti. Klasična, kanonska literatura, kamor sodi tudi antična mitologija, je univerzalna, transnacionalna, odpira univerzalna vprašanja človeškega bivanja in obstoja, aktualizira moralna in etična vprašanja, na estetski način v bralcu prebujajo nova spoznanja o svetu oz. ga utrjuje v spoznavnosti. Partikularnost artikulacije je v kanonskih literarnih besedilih sredstvo za spoznavanje univerzalnosti partikularnosti.

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Scientific paper

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KEYWORDS: grammar-school literature instruction, ancient mythology, intracultural foreignness, intercultural foreignness, literary reading, literary and cultural capacity

ABSTRACT – This article takes into account the age, reception and cognitive capacity of fifteen-year-olds as well as the required material in the curriculum for teaching secondary-school students. It introduces the basic concepts for interpreting ancient mythology, explains how and with which teaching methods it can be presented to young readers, identifies some of the gaps in the curriculum while pointing out which material was overlooked. Reception theory or reader-response theory speaks in favour of covering ancient literature (or mythology) in grammar school. Among other things, this theory teaches that structural polysemy creates a need for semantic unambiguity, stimulating and motivating the reader toward definition, criticism, creativity and perseverance, reading between the lines, and precision. Traditional canonical literature, which also includes ancient mythology, is universal and transnational. It raises universal questions of human life and existence, human dilemmas, frustrations and conflicts. It foregrounds moral and ethical issues, and awakens, in an aesthetic manner, new awareness in readers about the world or establishes it in their cognition. In canonical literary texts, the particularity of articulation is a means of learning about the universality of particularity.

1 Uvod

V sodobnem hipertehnološko razvitem svetu, digitaliziranem in družbeno omreženem okolju, v katerem odraščajo mladostniki, je težko pričakovati, da bo branje starejše književnosti zelo priljubljeno. Mladostniki se v mitične svetove in probleme, ki jih odpirajo antična literarna besedila težko vživljajo, kar seveda ni in ne more biti argument v prid idejam, da starejše književnosti v šoli ne bi več poučevali. Argumente v prid obravnavi starejše književnosti navaja prispevek Pouk književnosti slovenske reformacije za

Izobraževalni scenariji za pridobivanje digitalnih kompetenc dijakov

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Znanstveni članek

UDK 373.5.091.8:004.9

KLJUČNE BESEDE: izobraževanje, gimnazije, dijaki, digitalne kompetence, izobraževalni modeli

POVZETEK – Digitalne kompetence sodijo med najpomembnejše kompetence dijakov v sodobni družbi, izobraževalni sistem pa naj bi imel pri pridobivanju kompetenc ključno vlogo. Digitalne kompetence slovenskih dijakov splošnih gimnazij niso zadovoljive, v izobraževalnem sistemu pa še niso predvidene ustrezne rešitve, ki bi zagotavljale izboljšanje stanja. Prispevek predstavlja del obsežne raziskave Digitalne kompetence dijakov v slovenski splošni gimnaziji, s katero želimo podrobneje raziskati in ovrednotiti najboljše ocenjene izobraževalne modele, ki omogočajo pridobivanje digitalnih kompetenc dijakov. Izbor le-teh, izmed osmih predlaganih, ki smo jih identificirali v predhodnih raziskavah, je opisan v tem prispevku. Ugotovili smo, da naj bi imeli največji učinek izobraževalni modeli, ki vključujejo pridobivanje in preverjanje digitalnih kompetenc pri več predmetih in ves čas izobraževanja, vendar pa zahtevajo tudi največje posege v izobraževalne sisteme. V nadaljnjih raziskavah bomo izbrane modele podrobno obravnavali z večkriterijskim modelom in ugotavljali parametre, ki so ključni za izbor določenega modela.

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Scientific paper

UDC 373.5.091.8:004.9

KEYWORDS: education, gymnasium, secondary-school pupils, digital competence, education model

ABSTRACT – Digital competences are among the most important competences of secondary school students in the modern society and the education system should play a key role in their acquisition. Digital competences of Slovenian secondary school students are insufficient and so far no adequate solutions have been prepared that would improve the situation. The article presents a part of an extensive research on the digital competences of Slovenian secondary school students which aims to explore and evaluate the best educational models that would facilitate the acquisition of digital competences by secondary school students. A selection of the eight proposed models identified through previous research is described in this article. We established that the educational models that include the acquisition and testing of digital competences in several subjects and throughout the entire period of education are most effective; however, these models also require the greatest changes of the education systems. Follow-up studies will explore the selected models in detail by applying a multi-criteria model and determining the key parameters for selecting a particular model.

1 Uvod

Digitalne kompetence predstavljajo temeljne kompetence državljana v sodobni družbi in EU se že od leta 2005 sistematično ukvarja z njimi. Zaradi hitrega razvoja tehnologij in vključevanja le-teh v vsakdanje življenje se tudi vedenje in merila za digitalne kompetence hitro spreminjajo. Poznavanje in uporaba IKT (informacijsko-komunikacijskih tehnologij) obsegata le del sodobnih digitalnih kompetenc. Ker ni natančnih definicij in meril za digitalne kompetence za določeno populacijo, to povzroča precejšnje ovire pri uvajanju tega področja v izobraževanje.

Leta 2015 je EU izdala publikacijo Promoting Effective Digital-Age Learning (Kampylis, 2015). V programu so si zadali, da do konca leta 2017 pripravijo okvir di-

Personality, language learning motivation and achievement

Prejeto 11.09.2018 / Sprejeto 23.11.2018

Znanstveni članek

UDK 378.091.8:81'243

KLJUČNE BESEDE: osebnostne lastnosti, motivacija, uspeh, prediktorji

POVZETEK – Avtorice v prispevku preučujejo učinke osebnostnih lastnosti na motivacijo za učenje tujega jezika in dosežen učni uspeh. Raziskava je vključevala 303 študente Univerze v Novem Sadu in Visoke šole v Vršcu, ki so izpolnjevali dva vprašalnika: IPIP-50 (Goldberg, 2001) in orientacijsko lestvico učenja tujega jezika – podlestvica ekstrinzične motivacije, intrinzične motivacije in amotivacije (Noel, Pelletier, Clement & Vallerand, 2000). Korelacijska analiza je pokazala, da je emocionalna stabilnost negativno povezana z ekstrinzično motivacijo. Ekstraverzija je pomembno povezana z identificirano regulacijo in negativno z amotivacijo. Odprtost izkušenj je pomembno povezana z vsemi vidiki intrinzične in ekstrinzične motivacije. Rezultati kažejo, da imajo osebnostne lastnosti pomembnejši vpliv na uspeh kot motivacija. Dobljene rezultate avtorice pojasnjujejo v kontekstu vzpodbujanja in negovanja motivacije ter uspehov pri študentih.

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Scientific paper

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KEYWORDS: personality traits, motivation, success, predictors

ABSTRACT – The aim of this paper is to determine the effects of personality traits on motivation for foreign language learning and achievement. The research included 303 university students of the University of Novi Sad and the Preschool Teacher Training College in the town of Vršac. They filled out two questionnaires: IPIP-50 (Goldberg, 2001) and Language Learning Orientations Scale – Intrinsic Motivation, Extrinsic Motivation and Amotivation Subscales (LLOS-IEA). (Noel, Pelletier, Clement & Vallerand, 2000). Correlation analyses show that Emotional Stability is negatively related to extrinsic motivation. Extraversion is significantly related to identified regulation and negatively to amotivation. Openness to experience is significantly correlated with all aspects of intrinsic and extrinsic motivation. Conscientiousness, Openness to Experience, Emotional Stability, and Agreeableness are significant predictors of success, suggesting that the impact of personality traits on success is more important than that of motivation. The results are interpreted in the context of what pedagogues can do to encourage and foster students' motivation and achievement.

1 Introduction

Students' individual abilities and motivation to learn a foreign language significantly influence their success in its mastering. Previous research was mainly focused on the presented knowledge and success in foreign language learning, and it lacks a clear picture of how personality traits affect both motivation and achievement. Therefore, the main objective of this research is to study the relationship between Big Five personality traits, as described in the Big Five model (Costa & McCrae, 1992), motivation for foreign language learning in the framework of the self-determination theory, and success achieved in foreign language learning at the tertiary level of education.

Using Snapchat: A new way to learn English vocabulary?

Prejeto 25.07.2018 / Sprejeto 15.10.2018

Znanstveni članek

UDK 378: 81'243+004.738.5

KLJUČNE BESEDE: *Snapchat, visokošolsko izobraževanje, družbena omrežja, tuji jeziki, učni izidi, motivacija, angleška leksika*

POVZETEK – Aplikacija Snapchat oziroma na slikah osnovano takojšnje sporočanje, ki postaja v zadnjih letih vse bolj priljubljeno tudi med študenti visokošolskega izobraževanja, ponuja možnosti izboljšanja motivacije študentov in posledičnega doseganja boljših učnih rezultatov. Obstoječe študije še niso preučile uporabe Snapchata za učenje in poučevanje tujega jezika, zato naša raziskava poskuša zapolniti to raziskovalno vrzel in oceniti možnosti uporabe Snapchata za učenje tujega jezika v visokošolskem učnem okolju ter ovrednotiti učne izide. Pričujoča raziskava predstavlja mnenja 144 študentov o uporabi Snapchata za učenje angleške leksike z metodo pisanja spletnega testa besedišča pred in po pošiljanju video posnetka s Snapchat aplikacijo drugim udeležencem raziskave in predavatelju tujega jezika. Rezultati raziskave kažejo, da so študenti pozitivno ocenili uporabo Snapchata kot učnega orodja za učenje novih angleških besed, obenem pa tudi nakazujejo, da bi to družbeno omrežje morali uporabljati pri poučevanju tujih jezikov, še posebej zaradi priljubljenosti Snapchata med visokošolskimi študenti.

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Scientific paper

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KEYWORDS: *Snapchat, higher education, social media, foreign language learners' achievement, English, motivation, English vocabulary*

ABSTRACT – Snapchat as the fastest growing image-based instant messaging service that also attracts higher education students provides an opportunity to improve students' motivation with a view of achieving better learning results. Current studies have not examined the use of Snapchat in foreign language teaching, therefore this study tries to close this research gap, determine students' learning outcomes and assess Snapchat's language-teaching capabilities. After completing online pre- and post-tests and sending a video of the newly learned material via Snapchat to the English teacher and to each other, 144 undergraduate students had the opportunity to express their opinions about the use of Snapchat to learn new English vocabulary in the subsequent survey. The results show that the students enjoyed the use of Snapchat as a learning/teaching tool and learned new English vocabulary. The research also indicates that the potential of Snapchat as an educational environment should be channelled into foreign language teaching/learning practices and research, especially because Snapchat is very popular among the younger generation, including higher education students.

1 Introduction

Over the last few years, the increase in the number of mobile devices, low cost of mobile services, rapid development of mobile wireless technologies, capability enhancements of mobile devices and multiple features (SMS, MMS, audio/video recording, pictures capturing, data storing and internet access) have forced higher education institutions worldwide to make major alterations to the traditional classroom experience (Sabah, 2016). Mobile learning, or m-learning, has emerged as the new form of e-learning in higher education. It allows learners to obtain learning materials anywhere and anytime using mobile technologies and the internet (Lan and Sie, 2010). Generally,

Neuromyths about brain development and learning among university students of primary education

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Znanstveni članek

UDK 378+316.642:616.8

KLJUČNE BESEDE: nevromit, razvoj možganov, učenje, neuroedukacija, razredni učitelji, študenti

POVZETEK – V prispevku je prikazana razširjenost nevromitov o razvoju možganov in učenju v skupini 79 študentov prvega letnika ($M = 19.55$, $SD = 0.84$) in skupini 52 študentov zaključnega letnika ($M = 19.55$, $SD = 0.84$) študija razrednega pouka. Študentje so izpolnili vprašalnik, ki je temeljil na predhodnih raziskavah. Večina (več kot 50%) študentov obeh skupin je verjela v nevromite o hemisferni dominantnosti, učnih stilih in Brain Gym programu, večina študentov v obeh skupinah pa ni verjela nevromitom o ključni pomembnosti obdobja prvih treh let, dvojezičnosti kot pomanjkljivosti in uporabi 10% naših možganov. V nevromit o kritičnih obdobjih je verjela manjšina študentov prvega letnika, a večina študentov zadnjega letnika študija. Večina študentov obeh skupin je bila prepričana, da so znanstvena spoznanja o možganih (zelo) pomembna za razumevanje učenja in poučevanja, približno polovica študentov obeh skupin pa je odgovorila, da se seznanjajo z novimi informacijami o možganih.

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Scientific paper

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KEYWORDS: neuromyths, brain development, learning, neuroeducation, primary school teachers, students

ABSTRACT – The article analyses and compares the degrees to which neuromyths about brain development and learning are spread among two groups of university students of primary education, namely 79 first-year students ($M = 19.55$, $SD = 0.84$) and 52 students in their final year of studies ($M = 24.30$, $SD = 3.80$). Both groups completed a questionnaire based on previous surveys. The majority (more than 50%) of students from both groups believed in neuromyths concerning hemispheric dominance, learning styles and the Brain Gym approach, but they did not believe in neuromyths about the crucial importance of the first three years, bilingualism as a disadvantage or the 10% use of the brain myth. The neuromyth about critical periods was only believed by a minority of first-year students but by the majority of students in their final year. Most students in both groups considered scientific knowledge about the brain as (very) important for understanding learning and teaching, and in both groups, about a half responded that they were acquainted with new information about the brain.

1 Introduction

Due to the complexity of neuroscience as a field, it is sometimes difficult to transfer its findings into educational work correctly. Consequently, teachers and students may develop some misconceptions about the brain and learning (Dekker, Lee, Howard-Jones & Jolles, 2012; Rato, Abreu & Castro-Caldas, 2013; Tardif, Doudin & Meylan, 2015) – called neuromyths (Dekker et al., 2012; Tardif et al., 2015). Neuromyths can be generated through the over- or misinterpretations of otherwise true scientific findings or through the persistence of scientific hypotheses that have been considered true for some time, but have now been rejected (Howard-Jones, 2014; Pasquinelli, 2012). They

Motivation for choosing teaching as a profession and teachers' competencies

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Znanstveni članek

UDK 37-051+331.101.3

KLJUČNE BESEDE: motivacijski dejavniki, izbira učiteljskega poklica, kompetenca

POVZETEK – Učitelji pomembno vplivajo na kakovost poučevanja in rezultate učenja, pa tudi na spremembe izobraževalnih sistemov po svetu. Od njih se pričakuje visoka usposobljenost na vseh področjih, ki so povezana z uspešnim prilagajanjem okolju, v katerem delujejo, da bi zadostili zahtevam družbe in sebe. Ker motivacija vpliva na kakovost in količino znanja, spretnosti in kompetence, smo v tem prispevku želeli preveriti, ali obstaja povezava med različnimi motivacijskimi dejavniki za izbiro poklica in samooceno usposobljenosti pri učiteljih razrednega pouka. Z raziskavo vzorca 320 osnovnošolskih učiteljev v sedmih hrvaških županijah je bilo ugotovljeno, da so najpomembnejši dejavniki za izbiro učiteljskega poklica povezani z notranjo motivacijo. Rezultati potrjujejo obstoj pomembne pozitivne povezave med notranjo motivacijo in obvladovanjem kompetenc učiteljev, medtem ko zunanja motivacija ni povezana z nobeno kompetenco.

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Scientific paper

UDC 37-051+331.101.3

KEYWORDS: motivational factors, teaching profession, competences

ABSTRACT – Teachers are important factors in quality teaching and student learning outcomes, but also in the changes of educational systems around the world. In order to meet the society's demands as well as their own, they are expected to be highly competent in all professional areas when it comes to successful adaptation to their work environment. Since motivation influences the quality and the quantity of knowledge, skills and competences, the aim of this paper was to examine whether there is a link between various motivational factors influencing profession choice and self-assessed competences of primary school teachers. A research which included 320 primary school teachers from seven different counties of the Republic of Croatia showed that the most important factors in choosing the teaching profession are factors pertaining to intrinsic motivation. The results confirm a significant positive correlation between intrinsic motivation and the mastering of teachers' competences, while extrinsic motivation shows no correlation with any competence.

1 Introduction

Many OECD reports (2005, 2011, 2014) recognize teachers as the true cornerstones of all changes, in every educational system around the world, and find them to be truly important factors in the quality of teaching and student learning outcomes. They are expected to develop competences that ensure their successful adaptation to their work environment and meet the demands of society as well as of their own (Fullan, 2007; Waters & Lawrence, 1993). Teachers are not only expected to be highly competent, but should also play the central part in meaningful changes in the school (Hausman & Goldring, 2001) that can be reached by joint problem solving, data analysis and exchange, joint decision making and thorough management of the school collective considering the individual competences of the teachers (Marentič Požarnik, 2008; Tot, 2013).

Šolanje na domu v Sloveniji

Prejeto 09.10.2017 / Sprejeto 15.06.2018

Strokovni članek

UDK 37.014.543.1-027.551

KLJUČNE BESEDE: šolanje na domu, alternativne oblike šolanja, fleksibilno šolanje, inovativni procesi, šolski sistemi, socializacija, družine

POVZETEK – Prispevek posega globlje v na področje nastajajočih novih/drugačnih oblik izobraževanja, predvsem na osnovnošolski ravni. Zajete so različne vsebine. Od participacije in vpletenosti staršev v otrokovo šolanje, vpliva šolskega sistema kot kulturne univerzalijske določene družbe, pa vse do otrokovega kognitivnega dojemanja in individualnega dozorevanja. Želeli smo se v vlogi bralca, opazovalca, morebitnega šolskega uslužbenca ali staršev postaviti v vlogo relevantnega sogovornika na temo šolanja na domu. Zapisano pomaga osveščati ljudi, da je šolanje na domu dodatna možnost za naše otroke znotraj zahtevnega izobraževalnega procesa. To možnost želimo izpostaviti kot dodano vrednost in bogato izbiro spretnosti za tiste, ki spoštujejo fleksibilnost izobraževanja kot nikoli končanega življenjskega procesa.

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Professional paper

UDC 37.014.543.1-027.551

KEYWORDS: homeschooling, alternative model of education, flexible schooling, innovative process, school system, identity, socialization, family

ABSTRACT – With this article, we would like to open a discussion which is still not as widely spread in Slovenia. The topic might still be at an early stage of developing as a new, alternative educational model, mostly for primary school students. This article tries to cover the following levels: from parents' involvement and their participation in the educational process and the impact of the school system as the important cultural universality in a specific society to the individual's participation throughout the process. Homeschooling as a reliable educational process needs to be properly understood mainly by parents, educators and readers. The article does not include any government regulations concerning this subject; our clear intention is to present it as a way of creating a reliable and opportunistic new educational curve. Homeschooling as a modern-day alternative educational model can bring added value in schools. It can offer a few new techniques and more options as well as provide additional skills which are more than welcome in today's education.

1 Uvod

Šolanje na domu se kot alternativna možnost pridobivanja znanja v drugem okolju, izven izobraževalne institucije, v svetu izvaja že kar nekaj časa. O tem obstajajo različna mnenja, od odobravanja do nasprotovanja, ko se označuje tovrstno šolanje kot nekoristno za razvoj posameznikovih kompetenc.

Šolanje na domu marsikomu predstavlja zanimiv koncept izobraževalnega procesa. Tak način dela je vabljen, kreativen, inovativen in predvsem proaktiven. Oblika šolanja na domu, predvsem na ravni osnovnošolskega izobraževanja, je danes še zelo privilegirana oblika dejavnosti, kjer se preudarno izoblikujejo ustrezne kompetence. Marsikje opazimo porast izbire te oblike šolanja, predvsem v ZDA oz. v Severni Ameriki.

Poznamo različen odnos do tega, ne glede na izobrazbeno strukturo ali versko prepričanje. Dejstvo je, da se drugačen način posredovanja znanja oz. izobraževanja, ki se